

# INCLUSION AND DIVERSITY POLICY (includes Equal Opportunity and Sexual Harassment)



## Help for non-English speakers

If you need help to understand the information in this policy please contact Carlton North Primary School on (03) 9347-4822.

## PURPOSE

The purpose of this policy is to explain Carlton North Primary School's (CNPS) commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. CNPS strives to provide a safe, inclusive and supportive school environment which values the human rights of all students, staff and its community.

This policy should be read alongside the following Department of Education and Training policies:

- [Equal Opportunity and Human Rights - Students](#)
- For staff, the [Respectful Workplaces](#) policies (including [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at Carlton North Primary School.

## POLICY

### Definitions

*Personal attribute:* a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

*Direct discrimination:* unfavourable treatment because of a person's protected attribute.

*Indirect discrimination:* imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

*Sexual harassment:* unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

*Disability harassment:* an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

*Vilification:* conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

*Victimisation:* subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

## **Inclusion and diversity**

Carlton North Primary School is a small inner city school within an ethnically diverse community. In 2022,

1 in 15 families (6.67% of families) receive the Camps Excursions and Sports Funds. 18.11% of students (approx. 1 in 6) come from a background where English is not the main language spoken at home and 1.39% of students are Aboriginal and/or Torres Strait Islander.

Carlton North Primary School is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Carlton North Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At CNPS we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

CNPS will:

- actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (eg schools sports, concerts, productions, excursions, camps) on the same basis as their peers
- follow the CNPS Behaviour Consequences Flowchart as outlined in the Student Engagement and Wellbeing Policy to address any instances where discrimination may be identified.
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students

- respond to complaints and allegations appropriately and ensure that students are not victimised.
  - provide inclusive learning and teaching programs and enhance the capacity of gender diverse students to participate in all aspects of schooling.
  - develop a School Support Plan for gender diverse students in consultation with the parent/s or carer/s, staff and student.
  - provide professional development for staff on topics including gender-equity, gender diversity, transphobic and homophobic bullying and disability studies.
  - challenge stereotypical gender views and family structure, including historical values, attitudes and roles as well within their curriculum programs and practices.
  - develop personal, social and emotional skills that support a diverse community and respect of individual differences within the school's curriculum.
  - encourage students to express and celebrate their individuality, whether or not it conforms to stereotypes.
  - encourage the use of inclusive language within the school.
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- actively aim to avoid gender-based segregation. In the case of unavoidable segregation based on gender, the school will respect the student's gender identity and/or preference by allowing student choice and non-gendered options will be provided wherever possible (including the provision of non-gendered bathrooms).
  - support the right of each student to dress in accordance with their gender identity. The student dress code provides all students with choice and safe and comfortable uniforms with unisex options.
  - support students in their gender identity and choice of personal pronoun and in school records and everyday usage.

At CNPS we engage with the following agencies and supports to assist our school to meet our commitment to diversity and inclusion:

- DET Respectful Relationships support staff
- DET School Wide Positive Behaviour support staff
- Safe Schools Coalition, DET Senior Student Wellbeing Officers
- DET Student Support Officers
- DET Koorie Education Support Officers
- Autism Connect
- DET Hearing and Physical Impairment Visiting Teachers
- Yarra Me
- Learning Places Connect
- Complex Matters
- Children's Services
- Yarra-Darebin Wellbeing Network
- Schools Focused Youth Services
- Drummond Street Services
- Proud to Play
- Relationships Australia
- local kindergartens

- allied health professionals including paediatricians, speech pathologists, occupational therapists, general practitioners, psychologists and social workers

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at CNPS. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying Prevention* policies to respond to students who demonstrate these behaviours at our school.

Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

In accordance with the CNPS School Wide Positive Behaviour framework, students that are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour.

### **Reasonable adjustments for students with disabilities**

Carlton North Primary School also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. Our school may consult through

Student Support Group processes and in other less formal ways. For more information about support available for students with disabilities and communicating with us in relation to a student's disability, please refer to our school's *Student Wellbeing and Engagement* policy or contact the Assistant Principal for further information.

## **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## **RELATED POLICIES AND RESOURCES**

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Duty of Care Policy
- Bullying Prevention Policy

For staff, please see the Department's [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the Department's Policy and Advisory Library are:

- [Equal Opportunity and Human Rights - Students](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

## **POLICY REVIEW AND APPROVAL**

Policy last reviewed	June 2022
Consultation	Policy/Education Sub-Committee – 7 June 2022
Approved by	Principal
Next scheduled review date	2026